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ABSTRACT

Designed to sensitize preschoolers and kindergartners to the responsibilities involved in caring for living things, this teacher's packet provides a variety of student worksheets and activity suggestions. Teaching plans are provided for a total of nine lessons, which can be easily integrated into other learning areas such as numbers, colors, shapes, and problem solving. Activities focus on naming animal offspring; distinguishing between plants and animals; and determining animal needs and physical characteristics. In addition, the packet provides finger puppet patterns, a barnyard song, a pet census sheet, guidelines for the care and handling of classroom pets, tips for meeting strange dogs, and a poem. Resource lists contain story books, films and filmstrips, freebies, and organizations to contact for additional materials. (LH)

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Humane Education Teachers' Packet

(Pre-School & Kindergarten)

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PENINSULA HUMANE SOCIETY

A NON-PROFIT ANIMAL WELFARE ORGANIZATION SERVING ALL OF SAN MATEO COUNTY

12 AIRPORT BOULEVARD SAN MATEO, CALIFORNIA 94401

(415) 573-3720

Dear Teacher:

In today's world of overpopulation, violence, pollution, environmental destruction and high consumption, it is essential that we invest in the development of our children's sensitivity by seeking to enhance each child's appreciation and awareness, and, in turn, develop their sense of caring for all living things. As stated by the late Joy Adamson, well-known and respected naturalist and author:

> "The children ..... they are the ones who will save the world, making it a better place for all living things to survive. We must concentrate on youth education so that a sense of balance and harmony once more will be restored to our environment."

Unlike other areas of learning, "respect for all life" is actually an attitude or emotion which must be instilled during the developmental years, enabling the nourishing process to begin immediately. To help ensure a humane attitude, a child first needs to understand his/her place in nature and the responsibility bestowed upon him/her to maintain and care for all life. We strongly believe that a child who loves and respects nature, will also love and respect others and themselves. Without a doubt, humane education must become an on-going part of every teacher's curriculum.

With this thought in mind, we designed this packet especially for the preschool and kindergarten teacher. The packet contains numerous worksheets and activity suggestions which can be easily integrated into other learning areas such as numbers, colors, shapes, art, and problem solving.

The Peninsula Humane Society is dedicated to improving the quality of life through the teaching and implementation of a humane philosophy toward all living things. This packet is simply one small step in that direction and we are confident that you will find it a valuable teaching tool.

If we can be of any further help to you, please feel free to contact us.

Sincerely,

Dorothy Sammut-Tovar

Dorothy Sammut-Tovar
Humane Educator

Science

1) ACTIVITY: Matching Body Parts

OBJECTIVE: To understand the similarities in the physical anatomy of humans and other mammals.

MATERIALS:

- Large poster of a mammal
- Large sheets of paper (large enough for the outline of a child's body)
- Marker pens or crayons
- Colored yarn

Have children work in pairs. Give each pair a large sheet of paper. Instruct one child to lay flat on his/her back on the paper and the other child to outline their body with a marker or crayon. Ask them to work together in adding various body parts, such as: eyes, nose, ears, mouth, hair, fingernails, toenails, belly button, etc.

Tape the poster of mammal (preferably a primate) on a visible wall, leaving room for a child's outline. Choose one of the outlines and tape it side by side with the poster. With strips of different colored yarn, match the similar body parts on poster and child's outline. Allow children to participate in pointing out the similar body parts. Point out that our closest animal relatives are the apes.

OTHER LEARNING AREAS: Creative art, colors, matching, fine motor development, cooperative play, vocabulary.

PHS RESOURCES: Worksheets - Big or Small, Legs, Legs and More Legs.

Taken from the National Association for the Advancement of Humane Education Curriculum Guide

2) ACTIVITY: Humans Are Animals

OBJECTIVE: To understand that humans are classified as animals.

MATERIALS:

- Magazine pictures
- Cardboard pieces for backing
- Glue sticks or paste
- Photo of each student and teacher

Ask children to name their favorite animals. Show pictures of a variety of animals and then discuss what characteristics all these animals have in common (can move, eat, drink, sleep, change, grow old, and give birth to young). Do humans share these characteristics? Discuss the fact that humans are animals.

After discussion, ask each child to take a picture of an animal and mount it on a piece of cardboard. Using mounted pictures, make an animal mobile for the classroom, including photos of students.

OTHER LEARNING AREAS: Fine motor development, language, vocabulary.

PHS RESOURCES: Worksheet - Plant or Animal.

Taken from the National Association for the Advancement of Humane Education Curriculum Guide

Math

1) ACTIVITY: Zero = Extinction

OBJECTIVE: To understand the concept that if we do not care for our wild animals, they may be gone forever.

MATERIALS:

- Animal crackers or cookies
- Six paper plates

Place five crackers on one plate, four on another, three on another and so on, leaving the sixth plate empty. Help children count crackers and identify the number of each plate.

Introduce the word extinct, explaining that when an animal becomes extinct, there are no more (zero) of that kind of animal anywhere on earth.

Provide animal crackers for each child. As a group, have children classify crackers into the different kinds of animals. When completed, students choose one kind of animal and eat all the crackers representing that animal. Relate the activity to the concept of extinction and discuss how, once gone, the animals can never be brought back.

EXTENSION:

Discuss a few endangered animals with children (being sure to choose familiar ones) and the reasons why they are near extinction. For example:

- Whales - hunted by people for oil
- Elephants - hunted for ivory tusks
- Sea Otters - hunted for fur
- Gorillas - loss of habitat due to urbanization
- Brown Pelicans - pesticides (DDT)

OTHER LEARNING AREAS: Social studies, vocabulary, cooperative play.

PHS RESOURCES: Worksheet - Let Them Be Free; Filmstrip - Leave Them A Flower; Book - The Last Free Bird.

Taken from the National Association for the Advancement of Humane Education Curriculum Guide

2) ACTIVITY: More or Less

OBJECTIVE: To understand that there are fewer pet animals than wild animals.

MATERIALS:

- Same as for Comparisons activity #2

Assist children in counting the triangles and squares of each color. Identify which groups have more or less.

Point out that although there are many kinds of animals, only a small number make good pets.

OTHER LEARNING AREAS: Shapes, colors, counting.

PHS RESOURCES: Worksheets - Pet Census, Which Animals Make Good Pets?, Legs, Legs and More Legs, Big or Small: Book-Deer in the Pasture; Book - Michael.

Taken from the National Association for the Advancement of Humane Education Curriculum Guide

Social Studies

1) ACTIVITY: Respecting Rights = Peace

OBJECTIVE: To understand and recognize that everyone has certain rights and when those rights are respected we are helping to make the world a more peaceful place.

MATERIALS:

- One piece of large paper
- Marker pen

With children in a small group, ask them: How would you like school if everyone was always hitting and shoving each other? How would you like school if everyone was always taking things that didn't belong to them? How would you like school if everyone talked at the same time and no one listened?

Explain that when we treat each other kindly, respect each other's belongings, and listen to what others have to say, we are respecting others' rights to these things. If we don't respect others' rights, they won't respect ours and everyone will be unhappy.

With help from the children, compose a list of rights for everyone in the classroom. Post the list as a constant reminder to all the children.

EXTENSION:

If the classroom has a pet, do these rights apply to it as well? Why or why not? Compose a separate list for the classroom pet and post it alongside the children's list.

Obtain a copy of the Bill of Rights and explain to the children what it is and how it stands for everyone in the U.S.A. With the help of the children, compose a Bill of Rights for all animals in the U.S.A.

OTHER LEARNING AREAS: Empathy, language, vocabulary.

PHS RESOURCES: Film - Crack in the Pavement; Book - Leave Herbert Alone.

Taken from the National Association for the Advancement of Humane Education Curriculum Guide

2) ACTIVITY: Guest Speakers

OBJECTIVE: To become familiar with the various animal-related careers.

On a monthly basis, invite a different guest speaker who works in an animal related career. Some examples are:

- Veterinarian
- Zookeeper
- Dog groomer
- Dog trainer
- Rancher
- Horse trainer
- Animal control officer
- Dept. of Fish/Wildlife Officer
- Canine police officer
- Animal artist

Be sure that the speakers you invite are sexually and racially mixed. When at all possible, ask the speaker to bring an animal with him/her.

OTHER LEARNING AREAS: Language, vocabulary.

PHS RESOURCES: Filmstrip - Working With Animals

Art

1) ACTIVITY: Creative Habitats

OBJECTIVE: To provide children with a creative opportunity and a basic understanding of different animal habitats.

MATERIALS:

- Large sheets of plain paper
- Paint

On a monthly basis, pick a familiar habitat and do a class study on that particular habitat. For example, if you choose a forest habitat, spend time with the children preparing them to create their own forest habitat. Once the children have a basic understanding of the forest, let them create their own forest habitat.

Glue or tape many large sheets of plain paper together to form a large square (6' by 6'). Lay the paper on the floor (perhaps outdoors) and let them work on their habitat as a group. Once the habitat is completed and dried, tape it to an area in your room which you have designated for it. Allow the children to add to it as they learn something new about their chosen habitat.

Other habitats could be:

- Grassland or prairie
- Marshland or pond life
- Ocean
- Rain forest
- Desert
- Tide pool
- Garden
- City

OTHER LEARNING AREAS: Colors, cooperative play, vocabulary, environmental awareness.

PHS RESOURCES: Worksheets - Let Them Be Free

2) ACTIVITY: Newspaper Animals

OBJECTIVE: To provide children with a creative opportunity and a basic understanding of how different animals fit into special habitats.

MATERIALS:

- Lots of newspaper
- Marker pens
- Rounded scissors
- Stapler or tape
- Paint

Once the class has completed its habitat (see Art Activity #1), ask children what types of animals would live in it explaining why or why not. Display photos or magazine pictures of a variety of animals living in the chosen habitat. As a guideline for children when creating their animal, display pictures on a wall.

Ask each child to take 4 sheets of newspaper. Lay them one on top of the other. On the top sheet, with a marker pen, ask children to draw an outline of a wild animal of their choice which would fit into the habitat created by the class.

With supervision, allow children to cut out their animal along the outline, being sure to cut through all 4 sheets. Help children staple or tape all sheets together along the outline, leaving a small opening for stuffing.

Taking wads of newspaper, stuff the animal through the opening. Seal closed. Children can paint their animals.

OTHER LEARNING AREAS: Colors, fine motor development, vocabulary, enviornmental awareness, following directions.

PHS RESOURCES: Worksheets - Let Them Be Free

Comparisons

1) ACTIVITY: Physical vs. Emotional

OBJECTIVE: To understand that all living things (animals and plants) share many of the same needs.

MATERIALS:

- Magazine pictures of various people (children, adults, elderly, disabled, minorities), animals (pets and wild), and plants (wild and houseplants)
- Blackboard

With children in a group, make a list (on blackboard) of physical needs and another of emotional needs (allowing children to participate).

For example:

Physical	Emotional
food	love
water	companionship
shelter	trust
clothes	safety
sleep	protection
medical care	
grooming	

Using the pictures, ask children to identify the needs with the picture.

OTHER LEARNING AREAS: Vocabulary, problem solving, empathy.

PHS RESOURCES: Worksheets - Who Needs What?, Animal Homes, Plant or Animal, Pet Needs Coloring Sheet; Filmstrip - A Pet Is A Special Friend.

Taken from the National Association for the Advancement of Humane Education Curriculum Guide

2) ACTIVITY: Wild vs. Domestic

OBJECTIVE: To understand why wild animals do not make good pets.

MATERIALS:

- Magazine pictures of different species of animals (both appropriate and inappropriate pets)
- Colored contstruction paper

Assemble pictures of different species of animals into general groups, such as: birds, fish, mammals, reptiles, insects. Be sure to include animals in each group that would be appropriate and inappropriate pets. For example:

Birds	Fish	Mammals	Reptiles
parakeet	goldfish	dog	snakes
blue jay	trout	wolf	box turtle
canary	guppies	cow	alligator
hawk	shark	raccoon	iguana

Mount pictures on colored construction paper using consistent color for each of the different groups (ie: Birds = blue)

Then divide pictures into those which make good pets and those that do not. Trim the colored backing so that all appropriate pets are triangular shaped and inappropriate are square shaped.

With children in group, identify animals Have children put animals in proper groups (ie: birds, fish, etc). They can then check themselves by the colored backing. Pictures then can be divided into good pets and bad pets. Discuss why some make better pets than others.

OTHER LEARNING AREAS: Vocabulary, colors, shapes, grouping, problem solving, cooperative play.

PHS RESOURCES: Worksheets - Which Animals Make Good Pets, Let Them Be Free; Poster - Where The Wild Things Shouldn't Be; Book - Deer In The Pasture.

Responsibility

1) ACTIVITY: School Clean-Up

OBJECTIVE: To understand that we must take responsibility for our own actions.

MATERIALS:

- Lots of garbage cans

Explain to the children that their school grounds (both indoors and outdoors) are their own little environment that they are responsible to keep clean and attractive.

Advise all the children that they cannot litter in the playyard and that all garbage must be placed in garbage cans. Be sure that you have plenty of garbage cans available.

EXTENSION:

Discuss how littering our oceans, beaches, parks and streets affects our wild animals.

Using a plastic six-pack holder, explain to the children how this type of litter has become a problem for many wild birds who become entangled in them, resulting in serious injury or death.

Another good example is fishing wire and hooks, broken glass bottles and aluminum can tops. Point out that even people, as well as animals, can injure themselves if they step on discarded garbage.

OTHER LEARNING AREAS: Environmental awareness, cooperation.

PHS RESOURCES: Film - Crack in the Pavement; Book - The Last Free Bird

2) ACTIVITY: Protecting An Egg

OBJECTIVE: To understand that all living creatures need protection and care from danger.

MATERIALS:

- One uncooked egg for each child
- Animal stickers (can be purchased from most stationary stores)

Give each child an egg. Allow them to choose an animal sticker and place it on their egg.

Explain to children that they must be very gentle and protective of their "animal" egg (they can pretend that they are the parent). They will be responsible for their "animal" egg for a designated amount of time (half a day or full day).

Later, with children in a group, ask them how it felt to have to be responsible for something as delicate as an egg. Discuss how human and animal parents must feel about caring for their children.

EXTENSION:

Using pictures or slides of parent animals and their young, discuss how different baby animals need different care. Make comparisons with human parents and babies.

Better yet, to observe the parent/child relationship in action, integrate this learning lesson with a field trip to the zoo.

OTHER LEARNING AREAS: Empathy

PHS RESOURCES: Book - Michael; Activity - Where's My Baby?

Taken from the National Association for the Advancement of Humane Education Curriculum Guide

Sensory Awareness

1) ACTIVITY: Animal Sounds

OBJECTIVE: To recognize animal sounds and understand that some animals, like humans, live in family groups.

MATERIALS:

- pictures of animal families (including human family)

Show children pictures of various animal families, including human family. Ask about how human family members help each other. Relate what animal family members do for each other.

Have your students role play by assigning the members of animal families, for example:

- cow, bull, calf
- hen, rooster, chick
- sow, boar, piglet
- mare, stallion, colt
- mom, dad, child

Review the sounds that each animal makes and then send parent animals out of the room. Mix children playing baby animals in center of room. Instruct them to make the noise of their assigned animal until their animal parent finds them. Instruct parent animals to return to room and "gather their young" by finding the students making the appropriate sounds

OTHER LEARNING AREAS: Vocabulary, problem solving, matching, cooperative play, empathy.

PHS RESOURCES: Activity - Where's My Baby? Farm Animal Finger Puppets, Barnyard Song.

2) ACTIVITY: Feely Box

OBJECTIVE: To become aware of our environment, through touching and stroking natural objects.

MATERIALS:

- Medium-sized grocery box
- Piece of fabric (big enough to cover box opening)
- Paint or construction paper
- Natural objects of different sizes, smells, and texture (ie: rocks, leaves, feathers, pine cones and sea shells).

Using the box, construct a feely box by covering the sides and back with construction paper or paint. Cut a hole, large enough for a small child's hand, in the center of fabric (hole should be in center). Place feeling objects in the box through the hole, if some objects are too big, be sure to place them in the box before stapling fabric to box. Do not let children know what objects are in the box.

Allow each child to have a turn feeling the objects in the box, encourage them to feel all the objects. After all the children have had a turn, ask the children what items they think are in the box. Let them return to the box to remove one item. Ask the child to share as much as he/she knows about that item with the other children.

EXTENSION:

You may want to choose your objects for the feely box so that they coincide with the habitat your class has been learning about (see Art activity #1).

OTHER LEARNING AREAS: Cooperative play, vocabulary, problem solving, colors, environmental awareness.

Outdoor/Environmental

1) ACTIVITY: Camouflage

OBJECTIVE: To understand how camouflage coloration helps animals fit into their habitat.

MATERIALS:

- 40 - 50 foot outdoor nature trail
- 10 - 15 people made objects (some should blend into the nature trail and others should be very obvious)

Place the objects along one side of your trail. Be sure to blend them in as best you can. Keep the number of objects a secret.

Allow children to walk along the trail one at a time with intervals between them. As they walk along, they should try to spot (but not pick up) as many people-made objects as they can.

When they reach the end of the trail, they whisper in your ear how many items they saw. If no one saw all of them, tell everyone how many were seen, but "There are still more!" Then let them start over.

At the end of the game, explain how some wild animals are camouflaged to fit into their habitat, using familiar animals, ie: frogs, butterflies and snakes.

OTHER LEARNING AREAS: Visual awareness, memory, counting, cooperative play, colors, problem solving.

PHS RESOURCES: Worksheet - Let Them Be Free

Taken from "Sharing Nature With Children" by Joseph Cornell

2) ACTIVITY: Litter Lions

OBJECTIVE: To understand the responsibility we have towards keeping our environment and earth free of litter.

MATERIALS:

- Paper bags, cleansing tissue boxes, small cartons, or other containers
- Paint materials and/or crayons

Have children decorate their litter containers with paintings or collages, such as a lion or another animal of their choice.

Ask children:

- What is litter?
- Should candy wrappers be in the street?
- Where do they belong?
- Should soft drink cans be in the yard?
- Should your sweater be on the floor?
- Should your toothbrush be in the basin?

Take short walks around the neighborhood and help the children pick up and identify litter. Ask children to count how many items they collected.

Help each child show and tell what each litter lion found. As each child shares his/her litter, let the group help decide where each object should go.

Ask children to tell how he/she can help to clean-up after litterbugs at home.

Reminders that are useful for children:

- use trash cans
- remind others to use trash cans
- pick up clothes and toys at home and school
- keep a litter bag in the car

OTHER LEARNING AREAS: Creative art, motor development, vocabulary, problem solving, counting, cooperative play, responsibility.

PHS RESOURCES: Filmstrip - Leave Them A Flower; Book - The Last Free Bird.

Cooking

1) ACTIVITY: Making Dog Biscuits

OBJECTIVE: To understand that all animals, including our pets, need nutritious food.

INGREDIENTS:

1/2 cup of cornmeal
6 tablespoons oil
2/3 cup water
2 cups whole wheat flour

Mix all ingredients together well. Roll out to 1/4 inch thick. Using cookie cutters, cut out biscuits.

Bake at 350° for 35 - 40 minutes

Note: These biscuits are safe for children to eat as well.

OTHER LEARNING AREAS: Nutrition, cooperative play, following directions, fine motor development, tasting.

2) ACTIVITY: Pretzel Animals

OBJECTIVE: To develop motor skills and a basic understanding of various animal body parts.

INGREDIENTS:

1 package yeast
4 cups flour
1½ cups warm water
1 egg
1 tablespoon sugar
1 tablespoon salt

- In a big bowl mix together yeast, water, sugar, and salt.
- Stir in flour.
- Knead on table until dough is smooth.
- Shape dough into various animals.
- Brush with beaten egg.
- Sprinkle with salt.
- Bake in oven at 425° for 15 minutes or until brown.

OTHER LEARNING AREAS: Following directions, fine motor development, creative art, cooperative play, tasting.

Where's My Baby?

This is a game for teaching the names of animal offspring. It can be played either as a quiet "desk game" for one or more children, or as a group game.

To make the game, cut fairly large heart shapes from construction paper or poster board. You'll need 12 hearts for the easy version of the game, 14 for the hard.

Next, copy the names from the list(s) below onto the hearts as shown, so that each heart has the name of an adult animal on one side and the name of its young on the other.

Then cut each heart so that it forms a 2-piece puzzle. Cut each heart a little differently.

To play "Where's My Baby?" as a group game, pass out half a heart to each child in the group and tell them to find the partner whose half-heart fits theirs. To play it as a desk game, scramble the pieces and then match them together again.

EASY VERSION

Dog - Puppy	Horse - Foal (Colt)
Cat - Kitten	Deer - Fawn
Chicken - Chick	Cow - Calf
Duck - Duckling	Bear - Cub
Pig - Piglet	Sheep - Lamb
Goose - Gosling	Goat - Kid

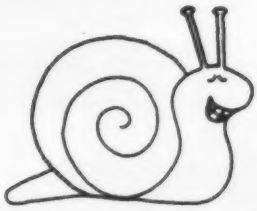
SNEAKY VERSION

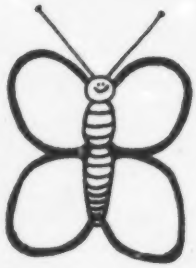
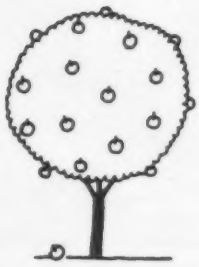
Walrus - Pup	Beaver - Kit
Zebra - Foal	Giraffe - Calf
Impala - Lamb	Hog - Shoat
Emu - Chick	Fish - Fry
Antelope - Fawn	Kangaroo - Joey
Panda - Cub	Swan - Cygnet
Lynx - Kitten	Pigeon - Squab

developed & illustrated by
Beverly Armstrong

Plant or Animal?

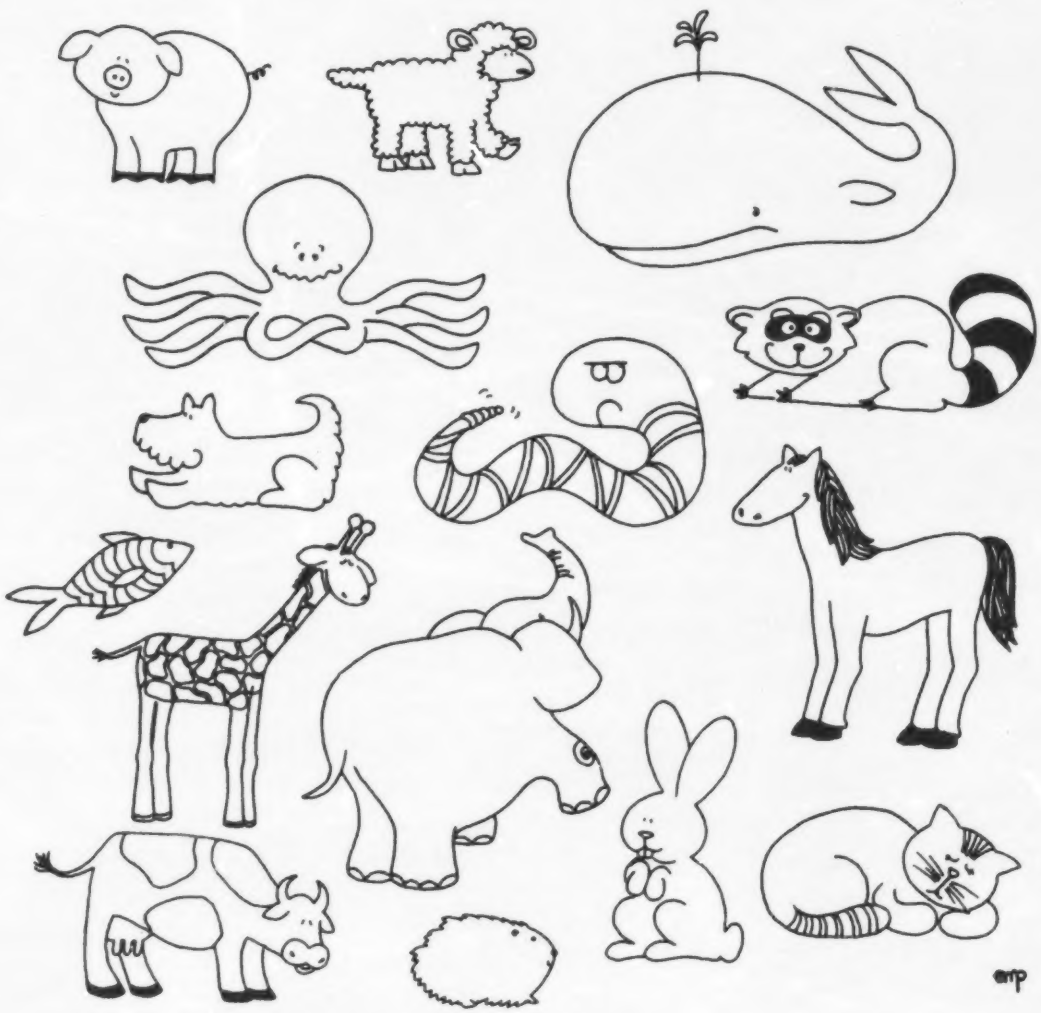
Below are pictures of plants and animals. Can you tell the difference? If the picture is of a PLANT, draw a green circle around it. If it is an ANIMAL, draw a PURPLE circle around it.



Which Animals Make Good Pets?

Wild animals NEVER make good pets. With a RED crayon make an "X" over the animals which would NOT make good pets.



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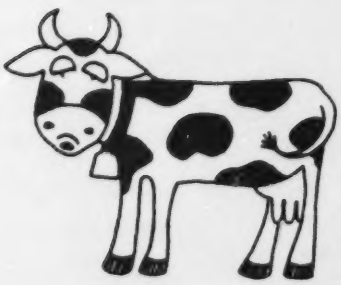
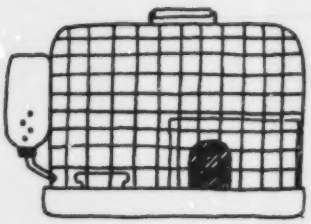
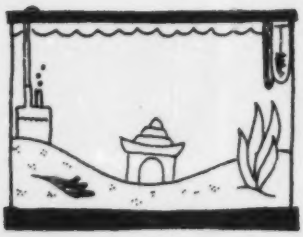
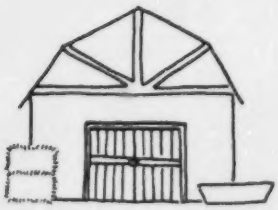
Animal Homes

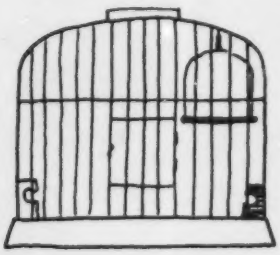
All animals need homes, even pets. Draw a line from the pet to its correct home.











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Day or Night?

Who sleeps at night and who sleeps during the day? With a YELLOW crayon, connect daytime animals to the sun. With a BLACK crayon, connect nightime animals to the moon.

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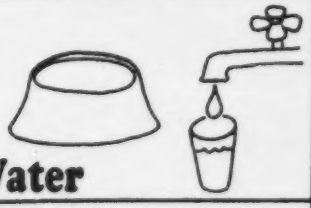
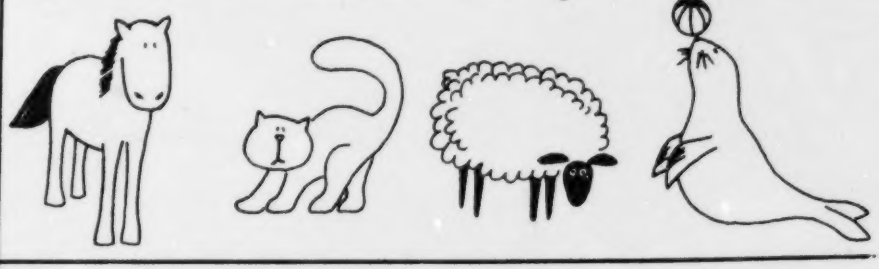
Who Needs What?

Different animals have different needs. With a BROWN crayon make an "X" in the appropriate columns, matching the animals with the items in the column on the left.

House				
Leash				
Food				
Clothes				
Water 				
Love				

Legs, Legs and More Legs

Circle the animals with the number of legs shown in the square. Use an ORANGE crayon.

2	
4	
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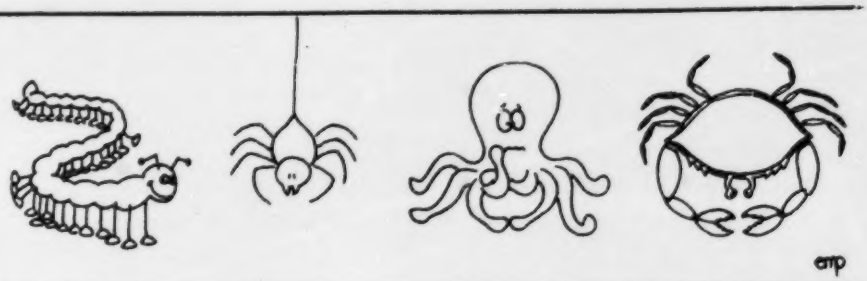
8	

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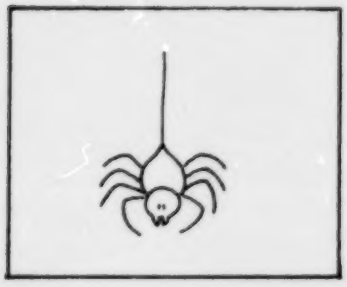
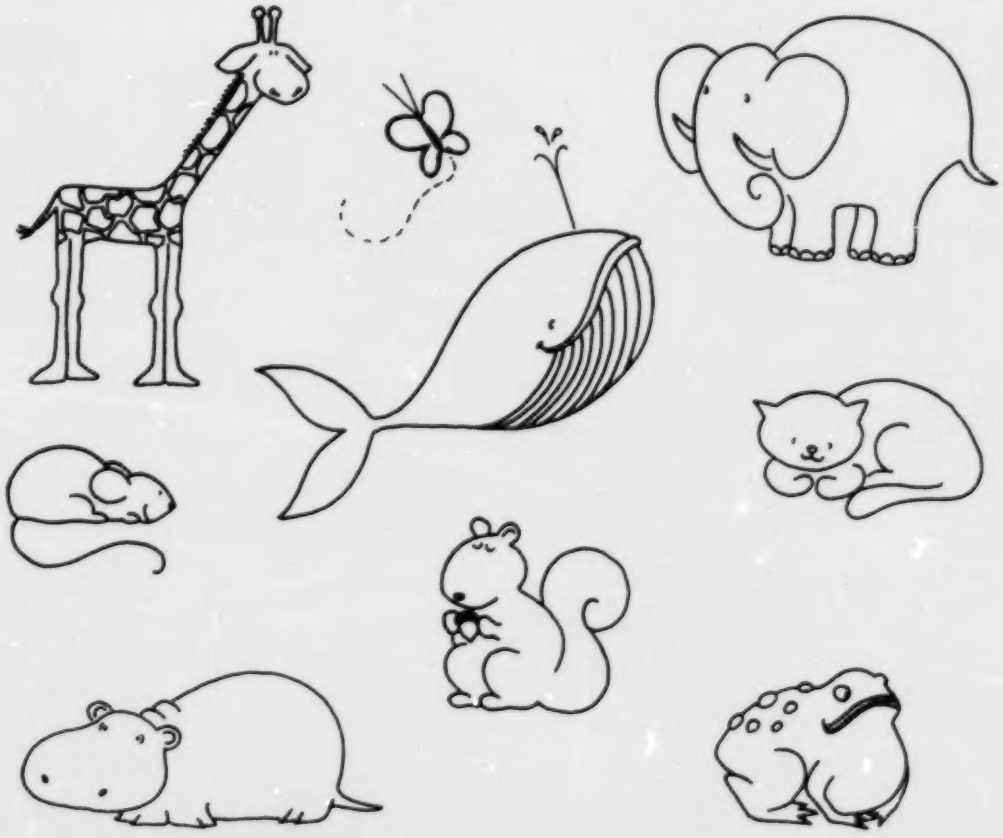
Big or Small?

Animals come in many sizes. Draw a CIRCLE around the animals that are BIGGER than you. Draw a SQUARE around the animals that are SMALLER than you.





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HELP!
We've Lost Our Heads

Draw lines to help us find our heads. Use a BLUE crayon.

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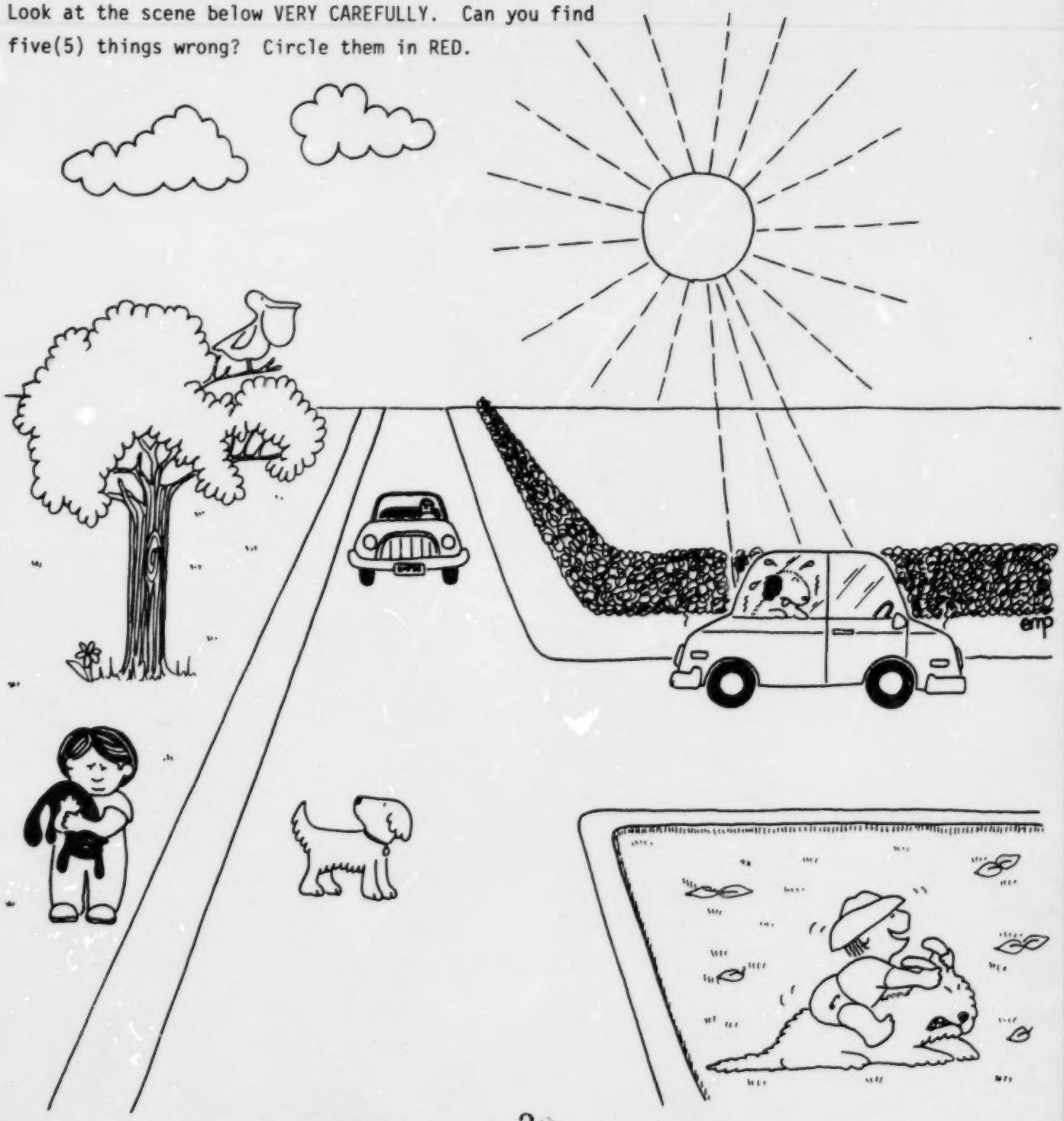
What's Wrong With This Picture?

Look at the scene below VERY CAREFULLY. Can you find five(5) things wrong? Circle them in RED.



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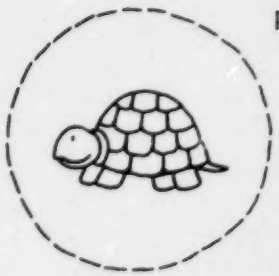
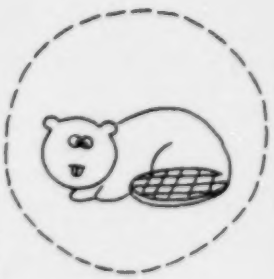
Let Them Be Free

Mother raccoon peers from her tree hole cautiously,
As birdie sits in her nest high in the tree.
Directly below, baby deer is resting peacefully.

Beaver sits proudly in a house of chewed oak,
Outside on a lily pad the bullfrog croaks.
Under the water fish swim, making bubbles,
While up on the rock turtle suns, out of trouble.

Each animal belongs to a home in the scene,
Please put them back, they want to be FREE!

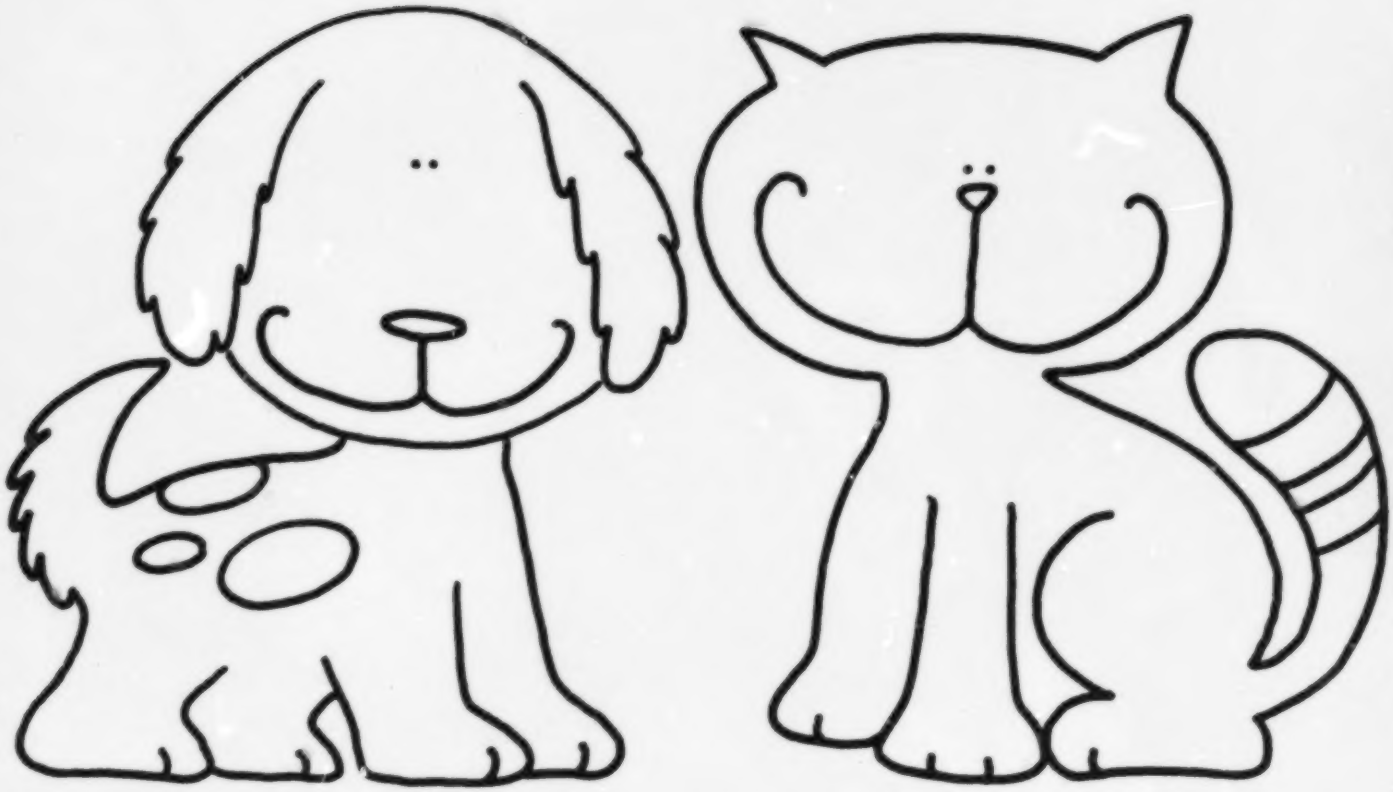




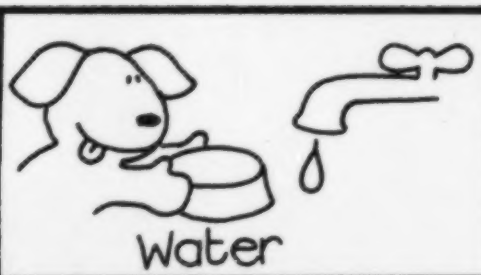
Adapted from an activity by the Animal Rescue League of Boston

1
2
3
4
5
6
7

All Pets Need



Food



Water

Clean House

Exercise

Safe Toys

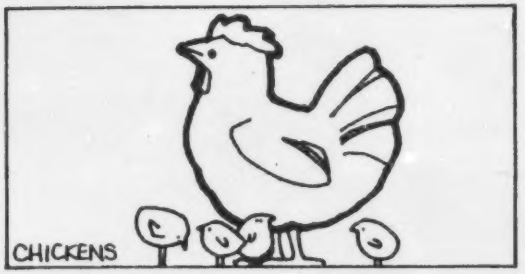
Love

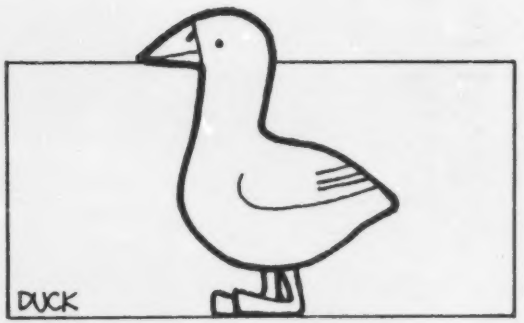
Farm Animals

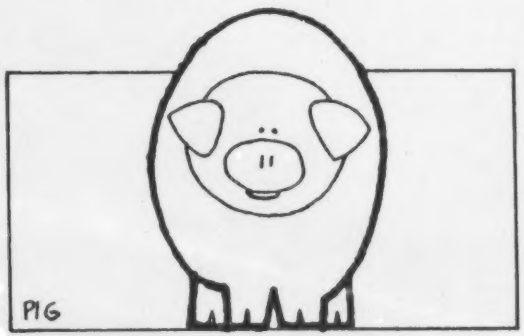
FINGER PUPPETS

ACTIVITY: Duplicate a set for each child. Assemble as instructed. Use in connection with the "Barnyard Song" included in this packet.

TO MAKE PUPPETS, TAPE FLAPS INTO A CYLINDER THAT FITS AROUND FINGER.

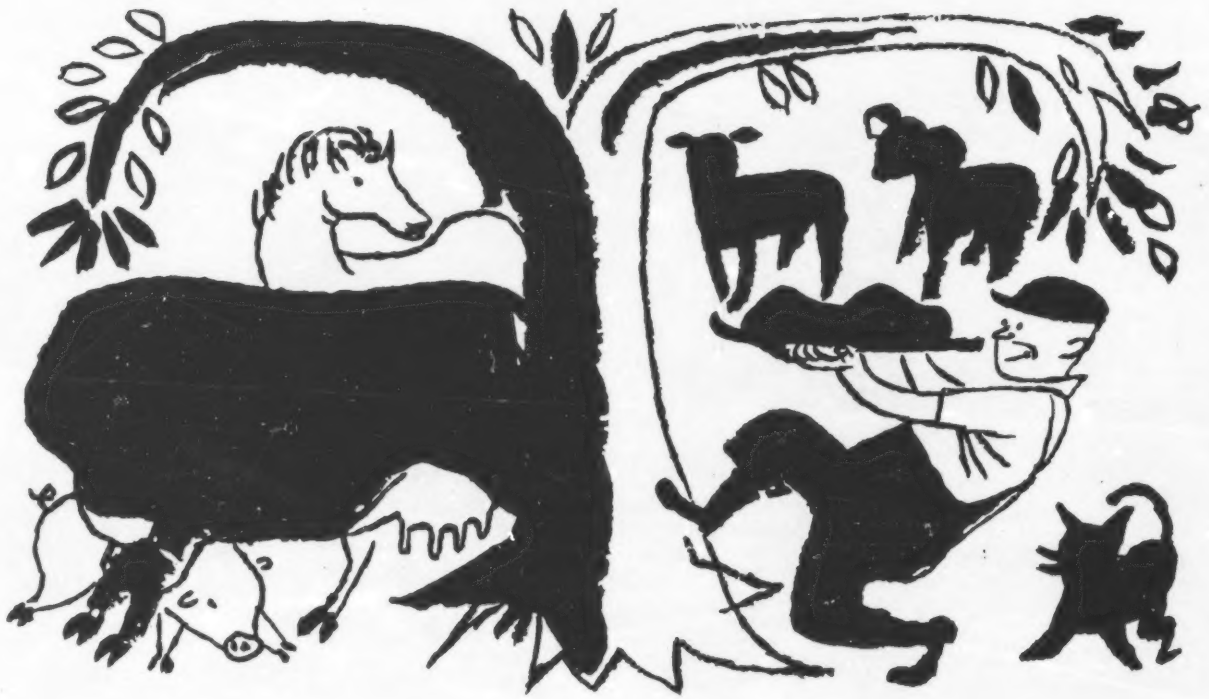






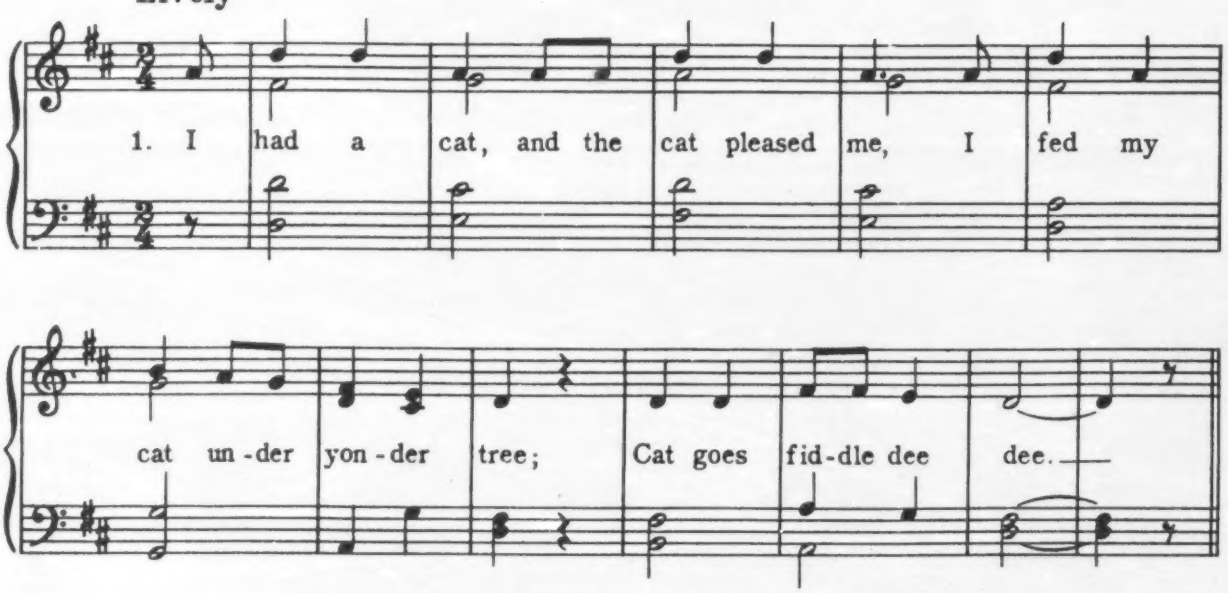
Developed and illustrated by Beverly Armstrong

Barnyard Song



A cumulative song that may be learned in short sections.

Lively



2. I had a hen, and the hen pleased me, I fed my
hen un-der yon--der tree; Hen goes chim-my chuck, chim-my chuck,
Cat goes fid-dle dee dee.
*These measures repeated an extra time for each verse.
Back to 𝄋

3. I had a duck and the duck pleased me,
I fed my duck under yonder tree;
Duck goes quack, quack,
Hen goes chimmy chuck, chimmy chuck,
Cat goes fiddle dee dee.

4. I had a hog,
Hog goes griffy, gruffy,
(Repeat for Duck, Hen, Cat)

5. I had a sheep,
Sheep goes baa, baa,
(Repeat for Hog, Duck, Hen, Cat)

6. I had a goose,
Goose goes swishy, swashy,
(Repeat for Sheep, Hog, Duck, Hen, Cat)

7. I had a cow,
Cow goes moo, moo,
(Repeat for Goose, Sheep, Hog, Duck, Hen, Cat)

8. I had a dog,
Dog goes bow-wow, bow-wow,
(Repeat for Cow, Goose, Sheep, Hog, Duck, Hen, Cat)

9. I had a horse,
Horse goes neigh, neigh,
(Repeat for Dog, Cow, Goose, Sheep, Hog, Duck, Hen, Cat)

RHYTHMIC ACTIVITY: Dramatization of the animals involved.

Recorded by Moe Asch, Cub No. 2, sung by Adelaide Van Wey.

Pet Census

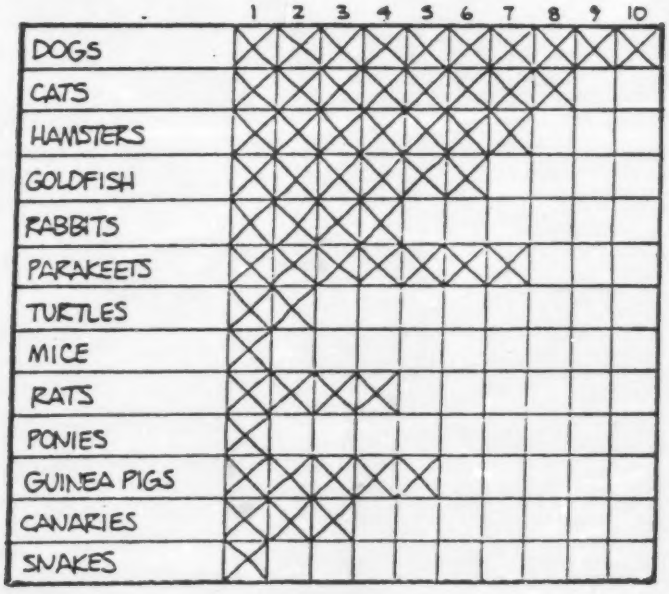
Use the census sheet as is, or enlarge it onto a sheet of poster board. Have each student shade in or initial a square for each pet that he or she has. (If you have a real "pet set" group, they may want to fill out census sheets for their own households!)

Blank spaces are provided for writing in unusual pets that the students may have.

After the census has been taken, you may wish to make up math problems based on the results. Example:

1. There are twice as many _____ as rats.
2. There are twice as many dogs as _____.
3. There are _____ birds (parakeets & canaries).
4. There is only one _____, one _____, and one _____.
5. There are three times as many _____ as turtles.
6. There are _____ mice, rats, and hamsters.
7. There are _____ dogs and cats.
8. There are three _____.
9. There are more _____ than cats.
10. There are _____ animals whose names begin with "R".

A very ambitious group may wish to take a pet census of an entire school, using one sheet for each classroom and posting the results for everyone to see.



Developed by Bev Armstrong and Charlotte Moore

Guidelines for the Care and Handling of Classroom Pets

1. Choose the most appropriate pet for your classroom situation.

2. PREPARATION: If possible, plan and prepare before bringing the animal into the classroom. Know the specific animal's requirements for food, water, exercise, environmental temperature, rest, living space and sanitation. You can have the children participate in researching and learning about the animal's needs.

3. HOUSING: All animals kept in the classroom should be caged, leashed, or confined by appropriate means for their safety as well as the students' safety. Use as large a cage as possible.

4. DAILY CARE: Make sure animals always have fresh, cool water, appropriate food and a clean environment. Appoint children to be responsible for specific duties (rotate each week). Be sure they know exactly what to do; check on them frequently.

5. HANDLING: Teach students the proper way to handle each animal. Animals should be handled gently and must be allowed sufficient time to rest. Do not permit the animals to be teased or abused. Have students move slowly around the animals.

6. REPRODUCTION: If you have several mice, rabbits, guinea pigs, etc., decide in advance if you want breeding to occur and what you will do with the young. If no babies are desired, choose like-sexed animals. Children need to be exposed to the problems created by pet overpopulation. They need to know what kind of options exist, and most of all, to understand what spaying and neutering are all about.

7. WEEKENDS: Before each weekend or vacation, make provisions for the animal's care. Make sure parents approve of their homes being used and understand the kind of care demanded.

8. WILD ANIMALS: Encourage students to leave native wild animals in their natural habitat. Exotic (non-native) animals should not be used in the classroom. They are not always reliable. Wild animals do not make good pets.

9. Help us to help the animals - teach kindness to all living creatures, great and small. Please call or write us if you have any questions on the care of your classroom pet.

Peninsula Humane Society Education Department **12 Airport Boulevard, San Mateo, CA 94401 (415) 573-3720**

Rabbit Care

BEFORE YOU BRING YOUR RABBIT HOME: You will need a cage, water bottle, heavy food dish, and a box for sleeping and hiding.

HISTORY: Rabbits have been domesticated for about 3000 years. They originally came from Central Europe. There are many different breeds (or types) of rabbits; some weigh as little as 3 lbs. (Polish) and some weigh as much as 20 lbs. (Flemish).

DIET: Rabbits like rabbit pellets, occasional fresh vegetables (dark green and carrots), chopped alfalfa, and plenty of water. Don't feed them vegetables more than once or twice a week. Be sure to put a salt lick (a block of salt) in their cage.

HOUSING: A 4-6 lb. rabbit needs a cage that's at least 2x2x4. Larger rabbits need more space. A wire mesh cage with a wire bottom and removable tray is the easiest to keep clean. Animal litter can be kept in the tray to cut down odors. A large box that's open on one side makes a nice sleeping place. Be sure to put a flat slab of wood in the cage to cover part of the bottom so your pet can get off the wire when it wants to. Rabbits can live outside in a mild climate as long as they are protected from the heat and cold. Some people let their rabbits run free in the house and train them to use a cat litter box. Sometimes they forget, though--and do they love to chew!

HANDLING: Never pick up your rabbit by the ears. Use one hand to hold the skin at the back of its neck; use the other under its body to support the hind feet. Some rabbits feel frightened when picked up--watch out for their claws!

CARE: Check food and water daily and remove leftover vegetables. Whether you use newspaper or litter on the bottom of the cage, change it often. You can comb or brush your pet once a week, and be sure to check for signs of sickness (earmites, diarrhea, runny eyes or nose). Since your rabbit's teeth grow continually, be sure to provide it with things to chew--like a block of unpainted wood.

BEHAVIOR: Rabbits make sweet, gentle pets. They won't bite unless they're frightened or handled incorrectly.

OTHER INFORMATION:

--rabbits live 5 to 10 years
--they can be taught to walk on a leash with a harness
--they can be housebroken and will use a kitty litter box

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Rat Care

BEFORE YOU BRING YOUR RAT HOME: You will need a cage with a good top, a food dish, water bottle and a box for nesting and nesting material.

HISTORY: Rats have been around for thousands of years. They are very smart and will eat almost anything, so they have survived when other animals haven't. The most common wild rat in the United States is the Brown Rat. They may carry disease and don't make good pets. You should have the domestic laboratory rat, the tame cousin of the Brown Rat, as a pet. Domestic rats make fun pets and are quite clean and friendly.

DIET: Rats like a varied diet. They eat sunflower seeds, oats, alfalfa pellets, dog biscuits, green vegetables, fruits, nuts, lab chow, meat, cheese, almost anything. They need plenty of water.

HOUSING: Wire or plastic cages make good homes. Be sure you have a water bottle, as water dishes can be very messy, and plenty of chew sticks, as rats love and need to chew. A box with some shredded newspaper makes a nice hiding place. You can and should let your pet out to play and exercise, but do so in an area where it can't get lost. Watch your pet carefully or it might chew someone's favorite pillow.

HANDLING: Be sure to put your hands around the entire body so the rat doesn't feel frightened when you pick it up. If you've had your rat since it was a baby, and you've handled it properly, chances are it won't bite. Sometimes an adult rat will try a nibble or two if it isn't used to being held. Never hold a rat by its tail.

CARE: Check food and water daily. Remove leftover vegetables, fruits, etc. Rats like a clean cage so check it daily. Change newspaper or litter on the floor of the cage as needed.

BEHAVIOR: Rats are very intelligent, brave and curious. They are great acrobats and can be good companions. They groom and clean themselves often. They need to chew on wood and roughage to keep their teeth worn down, since they grow continually. They tend to be more active at night than during the day.

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Guinea Pig Care

BEFORE YOU BRING YOUR GUINEA PIG HOME: You will need a cage, water bottle, food, food dish, and a box for sleeping and hiding.

HISTORY: Guinea pigs have been domesticated for thousands of years. They originally came from Peru where they were first raised by the Incas for food. They are also called cavies.

DIET: Make sure your guinea pig gets plenty of Vitamin C. Special guinea pig pellets have Vitamin C; so do citrus fruits and dark green vegetables. Sometimes liquid Vitamin C can be added to the water. Your pet will enjoy eating guinea pig pellets and needs plenty of water. Since they have front teeth that grow continually, there should always be coarse things to chew on. A block of hard wood or even hay would be fine. They also need salt, so be sure to include a salt lick in the cage.

HOUSING: One guinea pig needs a cage that is about 2'x2'x2'; if you have a few together, be sure they each have enough space. Wire cages with a removable tray and a raised wire floor are the easiest to keep clean. You can use animal litter or newspaper in the tray. Guinea pigs get tired of walking on wire; each pet should have a thin piece of wood about 8"x8" for resting. Although they do not need exercise wheels, they do enjoy shelves or perches. They like covered sleeping boxes and thick bedding. Your guinea pig will store extra food in the bedding; to prevent sickness, be sure to change it often. Food should be placed in a heavy dish. Water dishes tend to be messy; a water bottle on the side of the cage is cleaner and just as easy to use.

HANDLING: Pick up your pet by putting your hands over him and hold firmly but gently. He may squirm less if you hold him closer to your body. Like most pets, your guinea pig will be calmer as he gets used to being handled.

CARE: Be sure there is fresh water each day. Pellets won't spoil, but do remove leftover vegetables, fruits, etc. Change the newspapers or litter every day or so. If your guinea pig has long hair, you can brush it occasionally with a soft baby brush or toothbrush. Be sure to provide chewing materials (wood, hay) or your pet will chew on his own hair.

BEHAVIOR: Guinea pigs are gentle, shy animals and tend to be inactive. They rarely bite or scratch; they do chatter or whistle once in a while. They do enjoy company, so it's nice to keep two of the same sex together.

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Storytime Books

- LEAVE HERBERT ALONE by Alma Marshak Whitney

  Jennifer, a little girl, kept trying to befriend Herbert, the cat next door. So spirited were Jennifer's attempts that Herbert was terrified at the sight of the little girl. The way Jennifer discovered to make friends with Herbert will help youngsters who have found themselves in similiar situations.

  Discussion: Using the poster "How To Meet A Dog" (included in packet) and the film "Animals Can Bite," discuss proper ways to approach a dog or cat.

- BE NICE TO SPIDERS by Margaret Bloy Graham

  When Billy left his spider, Helen, at the zoo, the animals suddenly became happy and contented. The lions snoozed all day, the elephants enjoyed their baths, and the zebras ate their hay in peace - all because Helen was spinning webs and catching flies. But one day the Keeper swept away Helen's webs for the inspection tour. Children will be fascinated and amused by the way Helen solved the problem and won a permanent place of honor for herself in the zoo.

  Discussion: All animals have an important job to do and because of this they are an important part of our environment. Discuss the jobs of other kinds of animals, including humans. Ask children why is it that people often dislike certain animals, such as: insects, snakes, rodents, etc. Is this right? Shouldn't we respect all animals, even if they are not cute and cuddly? Good lead into prejudices some people have against other people.

- MICHAEL by Liesel Moak Skorpen

  Michael is walking through the fields one day when he discovers a baby rabbit whose nest has been destroyed. He builds a cage for the rabbit and feeds it, then sets his alarm clock for a nighttime feeding. When the thunder wakes him, Michael is tempted to wait until the storm ends to go outside and take care of the rabbit. Michael must make the decision of braving the storm which he fears or waiting until morning.

  Discussion: Since the rabbit is a wild animal, should Michael keep it as a pet? Explain that wild animals DO NOT make good pets and that they prefer to be free. Read to children "Where The Wild Things Shouldn't Be" poster which is included in this packet.

- THE LAST FREE BIRD by A. Harris Stone

  The last free bird's moving tale which tells of the land changed ... the bubbling brook spoiled... the crisp clean air polluted ... the dense forest paved. A beautiful poignant plea for protecting the natural beauty and wonders of our land.

  Discussion: Wildlife and our environment is everybody's responsibility. Discuss how we must all do our share in caring for and respecting all living things. Discuss endangered wildlife (see Math activity #1)

- THE DEER IN THE PASTURE by Donald Carrick

  Each morning the deer came and watched the cows in Mr.Wakeman's pasture. One day a deer joined the cows and, in the evening, followed the herd into the barn. Mr. Wakeman's grandchildren liked to feed the deer, and the deer soon came to trust them. But as deer-hunting season approached, Mr. Wakeman realized that the animal must be returned to the wilderness and taught not to trust people anymore.

  Discussion: Should Mr. Wakeman have allowed his grandchildren to feed the deer? What should they have done instead? Discuss why it is not safe for wild animals to trust humans. Find out how the children feel about people hunting animals. Ask them how they would like it if they were hunted?

- THE TENTH GOOD THING ABOUT BARNEY by Judith Viorst

  When Barney, the cat, died everyone was very sad. They did what most people do when a cat they like dies. They had a funeral. They then tried to think of good things about Barney. They wanted to remember him as he was; and they thought about some other things, too. An excellent book to help children understand death.

  Discussion: Discuss with children experiences they might have had with the death of a pet. Discuss the tenth good thing about Barney. Help children to understand that this is true with all living things when they die and are placed in the ground.

- THE ACCIDENT by Carol Carrick

  The Accident is a poignant story of a boy's loss for his beloved dog "Bodger" and how he found a satisfying way to express his grief.

  Discussion: How could the accident have been avoided? If Christopher had put a leash on Bodger, would he have gotten hit by the truck? Discuss the importance of leashing dogs whenever they are away from home.

- IT DOES NOT SAY MEOW by Beatrice Schenk De Regniers

  Nine original riddle-rhymes to delight the very youngest reader and listener. Each riddle focuses on a favorite and familiar animal, with clues in verse on a right-hand page, and the answer revealed on the bold double spread that follows. Children will enjoy guessing at the identity of each creature.

  Discussion: Discuss the characteristics of each animal. How are they alike or different?

NOTE: All of the above books are part of The Peninsula Humane Society's library and can be loaned out to teachers. To reserve any of the above, please call 340-8130.

Films & Filmstrips for Loan

FILMSTRIPS

"A Pet Is A Special Friend"
(10 minutes)

An excellent filmstrip which outlines the basic needs of your pet: food, water grooming, shelter, health care and love. Includes record.

"Patches" and "A Dog's Best Friend"
(5 minutes each)

"Patches" illustrates the importance of keeping pets at home, emphasizes the need for licensing and identifying pets, and discusses the role of the animal shelter and the duties of the animal control officer in the community.

"A Dog's Best Friend" illustrates the basic elements of responsible pet ownership, shows the animal shelter as a pet adoption center, helps viewers realize what it means to "be a friend" to a pet, and attempts to stimulate discussion about the pet over-population problem.

"Leave Them A Flower"
(5 minutes)

Statement on our environment. Includes music cassette (no narration).

"Working With Animals"

A six-part sound/filmstrip program. Each filmstrip focuses on the skills, duties, and working environments of eleven careers. Individual titles include: Animal Careers for You; Pet Shop Worker/Dog Groomer; Veterinarian and Aides/Zoo Helper; Canine Control Officer/Kennel Worker; Park Naturalist/Conservation Officer; Humane Educator/Obedience Trainer.

FILMS

"A Crack In The Pavement"
(8 minutes)

This animated, silent film involves a young boy whose home is in the city and who has an ordinary life, accepting his environment passively. But, an incident awakens him and an awareness develops of the living things around him.

"Animals Can Bite"
(13 minutes)

Film details how children should react in a variety of situations involving dogs. Instances involving guard dogs, sick or injured animals, new litters and dogs left in cars are just some of the examples illustrated. Caution rather than fear, prompt reporting of any bites and quick medical care are stressed.

Freebies

BULLETIN BOARD DISPLAYS

"Pets' Happy Homes" - Four sheets each depicting the perfect, happy home for caged pets. Includes one sheet each for fish; parakeet or canary; rabbit and guinea pig; and hamster or mouse.

"People Your Pet Should Know" - Ten sheets showing a variety of people every pet and pet owner should know. They are: the owner, veterinarian, trainer, groomer, neighbor, the humane society, animal control officer, pet shop clerk, and book authors.

"Pets Need Responsible Owners" - Nine colorful sheets each stressing an aspect of responsible pet care. Included are: food, water, shelter, exercise, grooming, training, health and safety, and love.

"Domestic Animal Fact Sheets" - Eight brightly colored information sheets, each about a different domestic animal. Includes: dog, cat, rabbit, guinea pig, rat, hamster, parakeet, and goldfish.

"Wildlife Fact Sheets" - Ten beautifully illustrated information sheets about wild animals indigenous to San Mateo County. Includes: raccoon, coyote, ground squirrel, gray whale, elephant seal, brown pelican, mallard duck, great-horned owl, red-tailed hawk, and the common garter snake.

FUN-TIME ACTIVITIES

"Dog Flannelboard Pieces" - Twelve flannelboard cut-outs, including: dog, food, water, doghouse, brush, dog biscuit, leash, collar, rabies and identification tags, ball, and a heart for love.

"Cat Flannelboard Pieces" - Ten flannelboard cut-outs, including: cat, food, water, scratching post, bed, brush, litterbox, toy, collar, identification tag, and a heart for love.

"Put A Puppet On Your Paw" - Four pages of illustrated "animal" puppet ideas.

FREEBIE ORDER FORM

Name: _____ School: _____

Address: _____ City: _____ Zip: _____

Please send me one of each of the items checked below (limit one each per school):

_____ Pets' Happy Homes

_____ People Your Pet Should Know

_____ Pets Need Responsible Owners

_____ Domestic Animal Fact Sheets

_____ Wildlife Fact Sheets

_____ Dog Flannelboard Pieces

_____ Cat Flannelboard Pieces

_____ Put a Puppet On Your Paw

Please include $1.00 per item to cover postage.

Resource List

ANIMAL PROTECTION INSTITUTE
P.O. Box 2205
Sacramento, CA 95822
916/422-1921

Brochures, posters, information packets, filmstrips. Request catalogue.

AMERICAN HUMANE ASSOCIATION
P.O. Box 1266
Denver, CO 80201

Pamphlets, films, literature. Request catalogue.

AMERICAN HUMANE EDUCATION SOCIETY
450 Salem End Road
Framingham Center, MA 01701

Educational materials available. Request catalogue.

CALIFORNIA VETERINARY MEDICAL ASSOC.
1024 Country Club Drive
Moraga, CA 94556
415/376-2020

Pamphlets, filmstrips. Request catalogue.

HUMANE SOCIETY OF THE UNITED STATES
2100 L Street, N.W.
Washington, D.C. 20037

Pamphlets, posters, films, quarterly tabloid for children. Request catalogue.

LATHAM FOUNDATION
Latham Plaza Building
Clement and Schiller
Alameda, CA 94501
415/521-0920

Humane education films. Request catalogue.

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF HUMANE EDUCATION
Box 98
East Haddam, CT 06423

Humane education materials. Excellent quarterly magazine published for teachers.

PENINSULA HUMANE SOCIETY
Humane Education Department
12 Airport Blvd.
San Mateo, CA 94401
415/573-3720

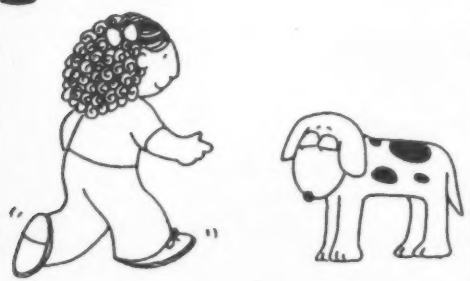
Films, filmstrips, books and other resources for free loan.

PETS ARE WONDERFUL COUNCIL
500 N. Michigan
Suite 200
Chicago, Ill 60611

Teaching packets, dittos, posters, contests. Write for information.

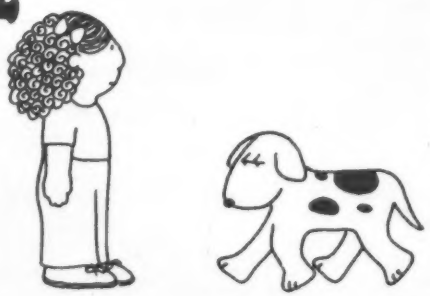
How To Meet A Dog

1



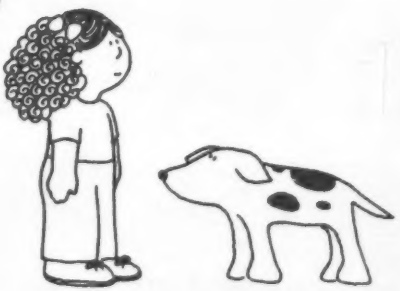
Never run up to a strange dog.

2



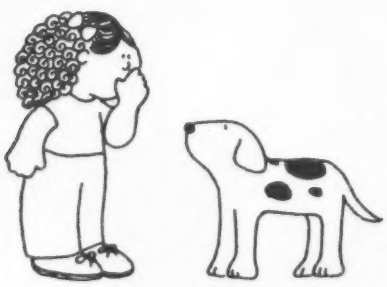
When the dog approaches you — Stand Still.

3



Let the dog sniff you. This is how he/she gets to know you.

4



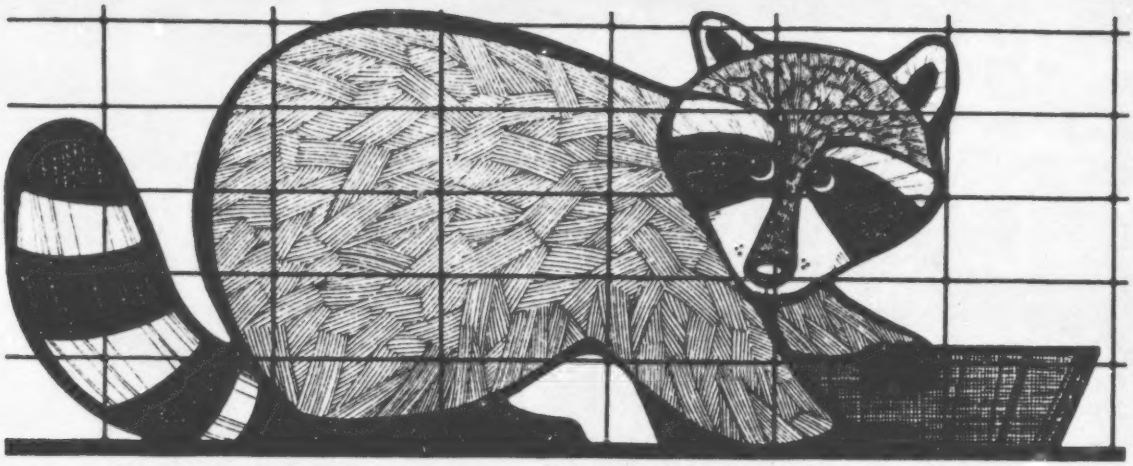
Move slowly and speak softly. Quick movements and loud voices can scare a dog.

5

If the dog seems friendly, you can pet it.

6

And remember NEVER run away from a dog.



WHERE THE WILD THINGS SHOULDN'T BE

How would you like to live in a cage
That was just about ten feet square,
With no toys to play with and nothing to do,
Just you and a bed and a chair?
Oh, sure you'd be fed (the same thing each day)
You'd have water (unless they forgot)
And since you would never be going outside,
You wouldn't get cold, or too hot.
But oh, you'd be lonely, just sitting alone
With no one to talk to all day.
You'd remember the trees, and the grass and the breeze,
The places where you used to play.
You'd remember your friends, you'd remember the sky,
And games and strawberries and sun,
And you'd know you could never go skating again
Or go swimming, or ride bikes, or run.
You'd get mad and scream, and throw things around;
You'd kick and you'd pound on the wall.
And your owners would scold you, and say to themselves,
"He isn't a nice pet at all!"
The more you got mad, the less they would like you,
The less they'd remember to care
About if you had water or if you got fed
Or if you were lonely in there.
And then you would know what it's like to be kept
As a pet when you're meant to be free,
And you'd listen when wild things are trying to say
"Please don't make a pet out of me."

Beverly Armstrong